

# TAKE ONE!™ Entries

## CERTIFICATE

## THE PRE-SELECTED ENTRY

<b>Early Childhood/Generalist</b>	<b>Portfolio Entry #3 – Integrating Mathematics and Science</b>
	The candidate submits a videotape and instructional materials of an integrative learning experience designed to deepen children’s understanding of mathematics and science concepts through a “Big Idea” in science and develop skills in using mathematical and scientific ways of observing, thinking, and communicating.
<b>Middle Childhood/Generalist</b>	<b>Portfolio Entry #3 – Integrating Mathematics with Science</b>
	The candidate demonstrates how he or she helps students better understand a “Big Idea” in science using relevant science and mathematical knowledge. The candidate will engage students in the discovery, exploration, and implementation of these science and mathematical concepts, procedures, and processes by integrating these two disciplinary ideas.
<b>Art/ Early and Middle Childhood</b>	<b>Portfolio Entry #3 – Learning to Study, Interpret, and Evaluate Art</b>
	The candidate demonstrates how he or she works with students to help them learn to study, interpret, and evaluate art. The candidate also demonstrates how he or she assesses student learning that resulted from the interactions seen on the videotape.
<b>Art/ Early Adolescence through Young Adulthood</b>	<b>Portfolio Entry #3 – Learning to Study, Interpret, and Evaluate Art</b>
	The candidate demonstrates how he or she works with students to help them learn to study, interpret, and evaluate art. The candidate also demonstrates how he or she assesses student learning that resulted from the interactions seen on the videotape.
<b>Career and Technical Education/ Early Adolescence through Young Adulthood</b>	<b>Portfolio Entry # 3 – Fostering Teamwork (Small Groups)</b>
	The candidate submits a 20-minute videotape depicting how he or she engages two groups of 3-6 students in teamwork skills that parallel the expectations and requirements of a high-performance workplace. The candidate will demonstrate the strategies that he or she uses to plan, implement, and guide learning experiences that promote and develop student teamwork.

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<b>English as a New Language/ Early and Middle Childhood</b>	<b>Portfolio Entry #3 – Facilitating Interactions: Small Groups</b>
	The candidate submits a 15-minute videotape to demonstrate his or her practice and his or her ability to facilitate small interactive groups of linguistically and culturally diverse listeners who are engaged in collaborative work. The candidate will provide evidence of how he or she fosters the engagement of students in a meaningful English language activity in which students share ideas and listen attentively to each other.
<b>English as a New Language/ Early Adolescence through Young Adulthood</b>	<b>Portfolio Entry #3 – Facilitating Interactions: Small Groups</b>
	The candidate submits a 15-minute videotape to demonstrate his or her practice and his or her ability to facilitate small interactive groups of linguistically and culturally diverse listeners who are engaged in collaborative work. The candidate will provide evidence of how he or she fosters the engagement of students in a meaningful English language activity in which students share ideas and listen attentively to each other.
<b>English Language Arts/ Early Adolescence</b>	<b>Portfolio Entry # 3 – Instructional Analysis: Small Groups</b>
	The candidate submits a 15-minute videotape to demonstrate the teaching strategies that he or she uses for small groups discussion in which the students engage with the candidate and each other in meaningful discourse about a topic, concept, or text related to English language arts. The candidate also provides evidence of his or her ability to integrate English language arts strands.
<b>English Language Arts/ Adolescence and Young Adulthood</b>	<b>Portfolio Entry # 3 – Instructional Analysis: Small Groups</b>
	The candidate submits a 15-minute videotape to demonstrate the teaching strategies that he or she uses for small groups discussion in which the students engage with the candidate and each other in meaningful discourse about a topic, concept, or text related to English language arts. The candidate also provides evidence of his or her ability to integrate English language arts strands.

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<b>Exceptional Needs Specialist/ Early Childhood through Young Adulthood</b>	<b>Portfolio Entry # 2 – Fostering Communication Development</b>
	The candidate will demonstrate how he or she designs and implements instruction that furthers student learning in communication or literacy. The candidate will provide evidence of his or her ability to plan and deliver instruction to a student of his or her choosing and analyze and reflect on the candidate's work with this particular student.
<b>Library Media/ Early Childhood through Young Adulthood</b>	<b>Portfolio Entry #2 – Fostering an Appreciation of Literature</b>
	The candidate demonstrates his or her ability to foster an appreciation of literature in students by encouraging them to read, listen to, or view a variety of literary materials. The candidate provides a 17-minute videotape showing a narrated 2-minute, 360 degree pan of the room to highlight the collection and organization of materials and a 15-minute segment from a single lesson that demonstrates how the candidate helps students as developing readers to understand and appreciate literature.
<b>Literacy: Reading-Language Arts/ Early and Middle Childhood</b>	<b>Portfolio Entry # 2 – Constructing Meaning Through Reading</b>
	The candidate will provide a class in which he or she supports learners in their growth as readers. (The candidate's class may consist of only one student if that is the candidate's teaching setting.)
<b>Mathematics/ Early Adolescence</b>	<b>Portfolio Entry #3 – Instructional Analysis: Small Group Mathematical Collaborations</b>
	The candidate will provide a videotape of a lesson that demonstrates how he or she interacts with students working in small groups in order to promote mathematical discourse and to develop student understanding about an important mathematical idea. The candidate is required to show how he or she uses manipulative materials or appropriate technology to provide access to or deepen mathematical understanding. The candidate will show how he or she models questioning strategies and mathematical thinking and reasoning processes to promote interactions between the candidate and the students, as well as among the students in small groups.

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<b>Mathematics/ Adolescence and Young Adulthood</b>	<b>Portfolio Entry #3 – Instructional Analysis: Small Group Mathematical Collaborations</b>
	<p>The candidate will provide a videotape of a lesson that demonstrates how he or she interacts with students working in small groups in order to promote mathematical discourse and to develop student understanding about an important mathematical idea. The candidate is required to show how he or she uses manipulative materials or appropriate technology to provide access to or deepen mathematical understanding. The candidate will show how he or she models questioning strategies and mathematical thinking and reasoning processes to promote interactions between the candidate and the students, as well as among the students in small groups.</p>
<b>Music/ Early and Middle Childhood</b>	<b>Portfolio Entry # 3 – Demonstrating and Developing Musicianship</b>
	<p>The candidate demonstrates how he or she uses musicianship within the teaching and learning environment while developing musicianship in students. The candidate also shows ability to use assessment as a means for informing future teaching. The candidate provides a 15-minute videotape that provides evidence of his or her ability to use their musicianship to demonstrate and develop a specific music concept and skill.</p>
<b>Music/ Early Adolescence through Young Adulthood</b>	<b>Portfolio Entry # 3 – Demonstrating and Developing Musicianship</b>
	<p>The candidate demonstrates how he or she uses musicianship within the teaching and learning environment while developing musicianship in students. The candidate also shows ability to use assessment as a means for informing future teaching. The candidate provides a 15-minute videotape that provides evidence of his or her ability to use their musicianship to demonstrate and develop a specific music concept and skill.</p>

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<b>Physical Education/ Early and Middle Childhood</b>	<b>Portfolio Entry # 3 – Creating a Productive Learning Environment</b>
	The candidate submits a Written Commentary and a 20-minute videotape that demonstrates how he or she manages the transition of learning activities; shows how the candidate promotes learning in a physically, socially, and emotionally safe environment; and highlights the candidate's ability to promote physical activity for a lifetime.
<b>Physical Education/ Early Adolescence through Young Adulthood</b>	<b>Portfolio Entry # 3 – Creating a Productive Learning Environment</b>
	The candidate submits a Written Commentary and a 20-minute videotape that demonstrates how he or she manages the transition of learning activities; shows how the candidate promotes learning in a physically, socially, and emotionally safe environment; and highlights the candidate's ability to promote physical activity for a lifetime.
<b>School Counseling/ Early Childhood through Young Adulthood</b>	<b>Portfolio Entry # 3 – Maximizing Academic Learning</b>
	The candidate will videotape an individual academic counseling session that shows the candidate supporting academic learning. The candidate will submit an academic intervention plan that documents what the candidate and the student have discussed.
<b>Science/ Early Adolescence</b>	<b>Portfolio Entry # 3 – Inquiry Through Investigation</b>
	The candidate videotapes a lesson in which he or she conducts an investigation of an important scientific concept and demonstrates how he or she supports students in a scientific inquiry discussion as they interpret data that have been collected during the course of the investigation.
<b>Science/ Adolescence and Young Adulthood</b>	<b>Portfolio Entry # 2 – Active Scientific Inquiry</b>
	The candidate submits a 20-minute videotape of his or her interactions with students as they actively gain an ability to understand and use scientific concepts and problem-solving skills.

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<b>Social Studies-History/ Early Adolescence</b>	<b>Portfolio Entry # 3 – Promoting Social Understanding (Small Group)</b>
	<p>The candidate demonstrates the teaching strategies he or she uses for examining a significant topic in Social Studies-History through small-group interaction. The candidate will submit a 15-minute videotape that shows him or her circulating among and interacting with students who are engaged in small-group work that promotes students’ social understanding and develops their civic competence.</p>
<b>Social Studies-History/ Adolescence and Young Adulthood</b>	<b>Portfolio Entry # 3 – Promoting Social Understanding (Small Group)</b>
	<p>The candidate demonstrates the teaching strategies he or she uses for examining a significant topic in Social Studies-History through small-group interaction. The candidate will submit a 15-minute videotape that shows him or her circulating among and interacting with students who are engaged in small-group work that promotes students’ social understanding and develops their civic competence.</p>
<b>World Languages Other than English/ Early Adolescence through Young Adulthood</b>	<b>Portfolio Entry # 2 – Building Communicative and Cultural Competence</b>
	<p>The candidate will demonstrate how he or she builds communicative and cultural competence for students through an environment of language and cultural-learning. The candidate will also demonstrate how he or she enables students to fulfill developmentally and culturally appropriate real-world tasks.</p>